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There is further discussion of the function of the examination, the type of concrete reports desirable, the need of leading to work requiring judgment beyond memory, fewer hours for teachers, the necessity of leaving the more fatiguing studies until adolescence, the desirability of a partial election of studies even in the elementary school, etc.

Like many other German educators, as Dr. Kerschensteiner of Munich, the author sees a place in the public-school system for *internat* schools (boarding-schools) on the lines of Dr. Lietz' *Deutsche Land Erziehungsheime*, but the essential elements of this movement in its recognition of productive labor and allied interests as factors in education do not receive much attention in the summary, although the principle back of them, that of self-activity and direct experience, is never lost sight of.

The time will no doubt come when our requirements will lead us to pay more attention both to experimental schools and to what is done and written in Europe. At present unfortunately our means of coming into control of this material are seriously limited. There is much in Dr. Münch's book deserving of translation and publication in America.

FRANK A. MANNY

KALAMAZOO, MICHIGAN

Extempore Speaking. For School and College. By EDWIN DUBOIS SHURTER. Boston: Ginn & Co. 1908. Pp. vi+178. \$1.00.

Professor Shurter, of the University of Texas, in his preface to this book admits that he has derived much help, or rather suggestion, from many books on the topic which he treats. Such an admission saves him from the charges of deliberately "lifting" his material. Were we so disposed we could run the "deadly parallel" between his book and Professor Brander Matthews' *Notes on Speech-Making*, published in 1901. But being more charitably disposed we shall content ourselves with advising the author, taking our thought from Lowell's "The Fable for Critics," that having so much good fruit of his own he should leave Neighbor Matthews' orchard alone. For the author is thoroughly competent to produce good original work. He can and does treat his subject with perspicuity and force. The ambitious young man or young woman who wishes to know how to speak effectively will gain as much useful information from this book as from any recent book that we have read. Professor Shurter will instruct them in the method of preparing and delivering an address, in the advantages of extempore speaking, and in the different types of extempore speeches. He will, moreover, in this book direct them to the classic examples of such speaking, give them subjects and topics, and supply exercises for their ambitious efforts.

Much good use of this volume can be made by the literary societies in our secondary schools.

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